

# KIPP INDIANAPOLIS COLLEGE PREPARATORY

## SUPPLEMENTAL REPORT #9

### DETAILED PERFORMANCE ASSESSMENT & PROFILE



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**This supplemental report presents information about the school in three sections:**

- KIPP Indianapolis College Preparatory's Students (enrollment and demographic information)
- Performance at KIPP Indianapolis College Preparatory
- Detailed Description of KIPP Indianapolis College Preparatory's Programs and Activities  
(as provided by the school)

# 2005



# KIPP INDIANAPOLIS COLLEGE PREPARATORY

## DETAILED PERFORMANCE ASSESSMENT & PROFILE

### STUDENTS

#### KIPP Indianapolis College Preparatory

# A

#### ENROLLMENT AND DEMAND

	2004-05	At Capacity
Grades served	5	5-8
Maximum possible enrollment, pursuant to charter	80	320
Number of students enrolled <sup>1</sup>	83	N/A
Number of students on waiting list <sup>2</sup>	30	N/A

<sup>1</sup>Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ <sup>2</sup>Source: School self-report of data, as of August 1, 2005. ■ N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter with the Mayor's Office. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

#### KIPP Indianapolis College Preparatory

# C

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

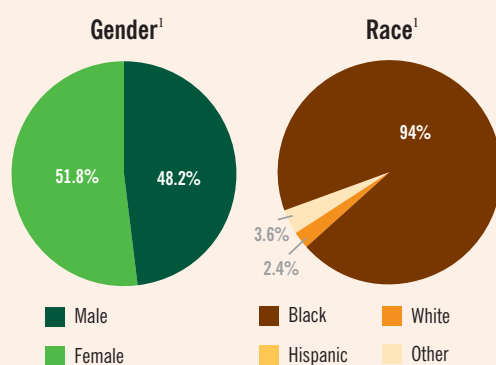
	English '04	Math '04	Both (English & Math) '04	Science '04
5th Graders	22%	31%	19%	12%

Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number.

#### KIPP Indianapolis College Preparatory

# B

#### STUDENT COMPOSITION



KIPP Indianapolis College Preparatory	
Free/Reduced-Price Lunch <sup>1</sup>	83.1%
Special Education <sup>2</sup>	9.6%
Limited English Proficiency <sup>3</sup>	0.0%

<sup>1</sup>Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

<sup>2</sup>Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2004.

<sup>3</sup>Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2005. ■ See main report for comparative data.

## PERFORMANCE

The section below describes KIPP Indianapolis College Preparatory's (KIPP Indianapolis) performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.

The Mayor's Office conducts evaluations of school performance using a variety of measurement tools, including visits by a multi-member site evaluation team, independent surveys of parents and staff,

and expert analysis of standardized test score data. Each section of the following text notes the specific tools used. Supplemental Report 12 contains a complete description of evaluation mechanisms used to prepare this report.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### IS THE SCHOOL MAKING ADEQUATE YEARLY ACADEMIC PROGRESS, AS MEASURED BY THE INDIANA DEPARTMENT OF EDUCATION'S SYSTEM OF ACCOUNTABILITY?

#### Performance on the statewide assessment

Though KIPP Indianapolis students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of

academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included here. See ■ **CHART C** for information about the school's ISTEP+ scores in fall 2004.

#### Adequate Yearly Progress

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

# ARE STUDENTS MAKING ADEQUATE AND SUBSTANTIAL GAINS OVER TIME?

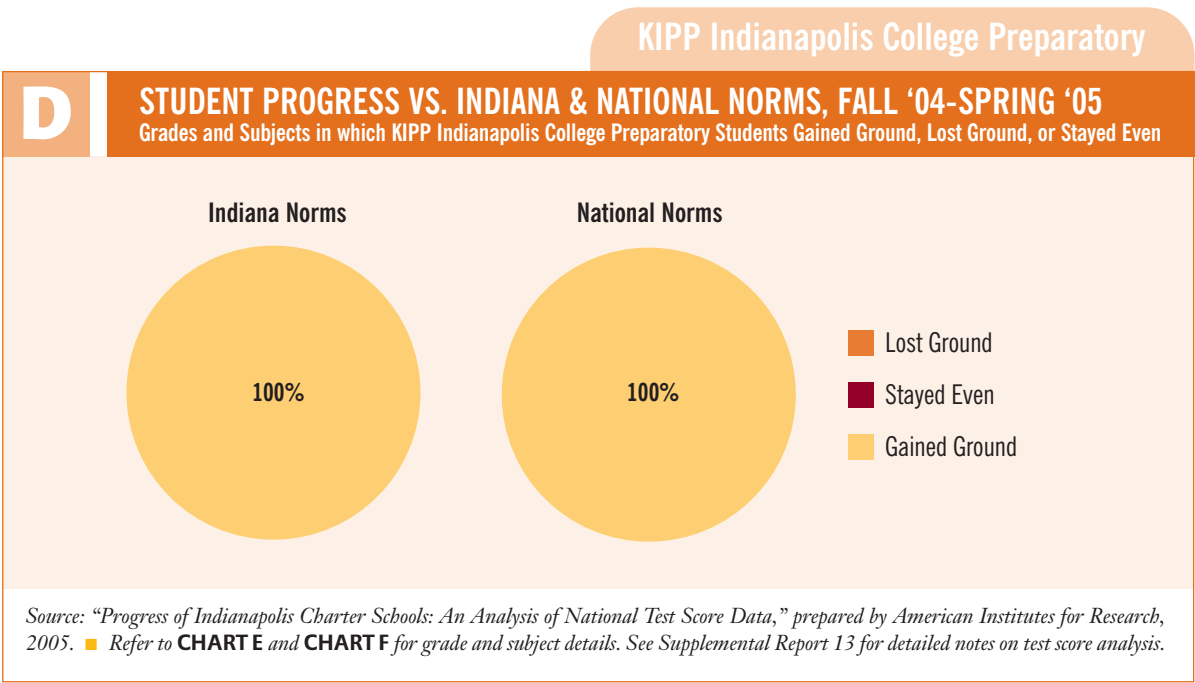
Charter schools administered the highly-regarded Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor’s Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did KIPP Indianapolis College Preparatory students improve relative to their peers?

AIR was able to compare the average gains of students at KIPP Indianapolis

with those of students across Indiana (■ **CHART E**) and the US (■ **CHART F**). The figures show where KIPP Indianapolis students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, KIPP Indianapolis students gained ground relative to their Indiana and national peers in all grades and subjects (■ **CHART D**).



## KIPP Indianapolis College Preparatory

**E**

### ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	KIPP Indianapolis College Preparatory Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	9.0	7.2		
5th Grade Reading	13.5	5.9	7.6		
5th Grade Language	18.3	5.2	13.1		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at KIPP Indianapolis made an average gain of 16.2 points, compared to 9.0 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 7.2 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis.

## KIPP Indianapolis College Preparatory

**F**

### ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	KIPP Indianapolis College Preparatory Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	8.8	7.4		
5th Grade Reading	13.5	6.3	7.2		
5th Grade Language	18.3	5.8	12.5		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at KIPP Indianapolis made an average gain of 16.2 points, compared to 8.8 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 7.4 points higher.

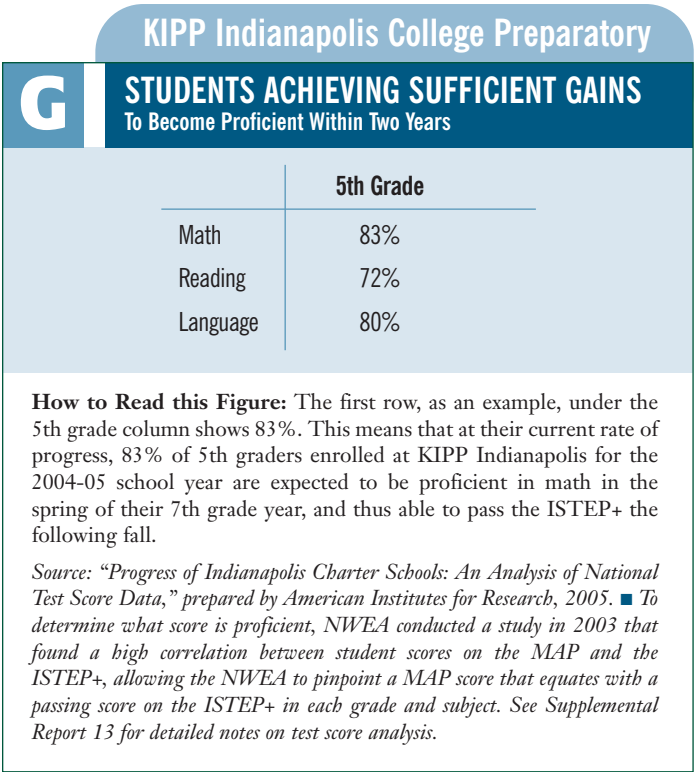
Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis.

**Sufficient Gains: What proportion of students is on track to reach proficiency?**

AIR projected each KIPP Indianapolis student’s future MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be proficient in the subject

within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made “sufficient gains.” This year’s standard for “sufficient gains” is considerably higher than in last year’s report, in which AIR counted a student’s gains as “sufficient” if the student would become proficient by 8th grade – a relatively long time horizon for younger

students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART G** displays the results.



# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## Is the school in sound fiscal health?

The Mayor’s Office commissioned an outside accounting firm to review each school’s finances. The accounting firm reported that KIPP Indianapolis managed its financial practices satisfactorily during the past year, with no significant problems. Supplemental Report 11 contains financial statements and a summary of the school’s finances.

## Are the school’s student enrollment, attendance, and retention rates strong?

The school’s attendance rate was 96.4% in 2004-05 (■ **CHART H**). The expert site team noted that the school’s leadership reported high rates of retention in the first year of operation.

## Is the school’s Board active and competent in its oversight?

Governance reviews conducted by the Mayor’s Office revealed that while the

KIPP Indianapolis Board of Directors was scheduled to meet monthly during the 2004-05 school year, the Board met seven times, cancelled five meetings, and one meeting did not have a quorum of Board members present. Observations at a Board meeting by Mayor’s Office staff showed that the Board is highly engaged and committed to supporting the school administration and staff in making the school successful. The Board Chairperson, in particular, provided extraordinary support for the school during the 2004-05 school year. The Board is also committed to fundraising and accessing community resources to help students. For example, one of KIPP’s Board members helped the school obtain free eye exams for students – resulting in several students getting the glasses they needed. A review of the Board meeting minutes showed that the Board engages in discussion about important school issues. The Board needs to ensure, however, that

motions and votes by the Board are documented clearly and properly in the meeting minutes.

The site team commended the Board’s functions, remarking: “though small, the KIPP Indianapolis Board has relevant expertise and Board members are dedicated and effectively working to support the school. Board members chair important committees (e.g., finance, fundraising, governance); meetings are guided by an appropriate agenda; and meetings address substantive issues (e.g., staffing, academics, finance, facilities, etc.).” Board members informed the team that there were several resignations from the Board during the initial year of service. The site visit team recommended that the Board consider any additional areas of needed expertise as it identifies new members.

KIPP Indianapolis College Preparatory	
H ATTENDANCE RATE IN 2004-05 SCHOOL YEAR	
	Attendance Rate
KIPP Indianapolis College Preparatory	96.4%
Indianapolis Public Schools	94.2%
All Indiana Public Schools	95.9%
Source: Indiana Department of Education website, preliminary figures.	

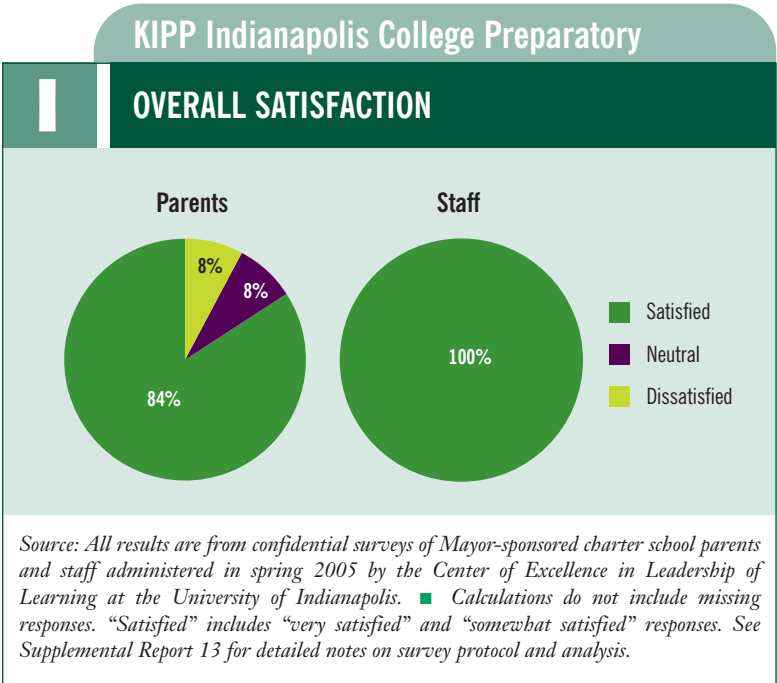
Is there a high level of parent satisfaction with the school?

More than three-quarters (84%) of KIPP Indianapolis parents reported they were satisfied overall with the school, as shown in CHART H. Staff surveyed universally (100%) reported satisfaction with the

school. Similarly, eighty percent of parents say they are likely to return next year and recommend the school to others (CHART J).

CHART K shows how well parents and staff rated specific features of the school. The top-rated features for both parents

and staff are highlighted in blue; the lowest-rated features are highlighted in crimson. As shown, both parents and staff highly evaluated the school’s communications about student progress; both also identified access to technology as an area for improvement.





## KIPP Indianapolis College Preparatory



### PARENTS AND STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	83%	78%
Quality of teaching/instruction	69%	100%
Curriculum/academic program	73%	78%
Individualized student attention	62%	67%
Access to/use of computers and other technologies	41%	11%
School material and supplies	66%	78%
Classroom management	56%	67%
Student-teacher ratio/class size	51%	44%
Services provided to special needs students <sup>1</sup>	68%	33%
Support services (e.g., counseling, healthcare, inc.)	66%	67%
Opportunities for parental involvement	68%	44%
Communication about student learning/achievement	78%	88%
Communication about meeting the school's mission	63%	75%
Teacher professional development	63%	22%
Faculty/teachers	64%	89%
School administration	65%	63%
School board	50%	71%
School facilities	59%	63%
Food service	51%	44%
Transportation services	54%	56%
Enrollment/admission process	59%	57%
School size	48%	56%
School safety	70%	67%
School location	42%	56%

Highest Percentages of Excellent/Very Good Responses

Lowest Percentages of Excellent/Very Good Responses

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Individual features with the highest percentage of excellent/very good responses are highlighted in blue; features with the lowest percentage of excellent/very good responses are highlighted in crimson. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

### **Is the school administration strong in its academic and organizational leadership?**

The governance reviews conducted by the Mayor's Office found that KIPP Indianapolis was successful in creating an atmosphere of high academic achievement and high expectations at the school. The school struggled at times, however, from staff and teacher turnover during the school year. By spring 2005, KIPP Indianapolis delegated operational and academic responsibilities among existing staff members. While the school experienced some challenges with reporting and compliance as noted below, this division of responsibilities improved the school's ability to complete compliance tasks in a timely manner.

The expert site visit team characterized KIPP Indianapolis leaders as "respected and reported to be effective by all constituents; they have provided strong leadership in successfully implementing the KIPP educational model and supporting student learning." The team also strongly commended the dedication of teachers; people interviewed by the team described educators' efforts to respond to student needs as "extraordinary." Examples included teachers giving parents and students their cell phone numbers as a potential resource for both school and family issues, staff devoting time after school and on weekends to provide one-on-one tutoring, and providing a Saturday program of recreational and academic activities for families.

The extent of this dedication, however, raised two areas for attention to the site team. First, a critical element for the continuing success of KIPP Indianapolis is training and retaining teachers prepared to teach according to the KIPP school model. The site visit team expressed concern that the level of effort and hours invested by teachers in the first year would not be sustainable long term. Second, the team noted that the extent to which students may become "too attached and/or dependent on school staff" has the potential to lead to teacher burn-out over time. The team recommended that the school's leadership work to find ways to prevent staff burnout, by identifying and pursuing potential funding sources to ensure that the school is adequately staffed.

## **IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS RELATED TO:**

**organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?**

KIPP Indianapolis satisfactorily met its obligations in 2004-05 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations.

In 2004-05, KIPP Indianapolis experienced some challenges in satisfying reporting and compliance requirements. The school did not make quarterly payments into the Public Employees Retirement Fund (PERF) on a timely basis. The school had not resolved the payment issue by the end of the fiscal year, and the PERF accounts for KIPP Indianapolis employees participating in PERF were delinquent as of the mid-July deadline for fourth quarter payments. In addition, KIPP Indianapolis experienced difficulty in ensuring that non-licensed teachers applied for and received emergency permits from the Indiana

Professional Standards Board. One teacher that began at the school in July 2004 did not receive her emergency permit until November 2004. The school also had difficulty mastering the accounting system it uses, Komputrol, and ensuring that the school's chart of accounts was correct. To make certain that accounts were reconciled and correct, the school hired Bookkeeping Plus, a bookkeeping firm used by many Indiana charter schools, to bring all accounts up to date.

KIPP Indianapolis did not submit the signed hard copy of the September 2004 count of Average Daily Membership (ADM) by the deadline of October 1, 2004. The hard copy was delivered to the Indiana Department of Education (IDOE) over a week later. In addition, the school had difficulty meeting the IDOE reporting requirement to submit a December 2004 ADM count in a timely manner. The report was due to the IDOE

on December 15, 2004, but the school did not submit the report until January 2005. The school also did not submit the Textbook Reimbursement information in a timely manner in 2004-05. The information was due to the IDOE at the end of October 2004; it was submitted by the school in January 2005. Finally, the Form 9 Biannual Financial report for January to June 2004 was submitted in November 2004, one month after the October deadline. By the end of the school year, the school had brought the compliance binder, which contains all of the school's governance, management, and organizational documents and is reviewed by the Mayor's Office on a monthly basis, up to date.

KIPP Indianapolis would benefit from realizing the importance of meeting reporting and compliance requirements – particularly those for regulatory agencies like the IDOE and PERF – and making it a priority in the 2005-06 school year. In

order to do this, the school may consider developing better systems that ensure timely and accurate reporting to regulatory agencies.

At the request of the Mayor's Office, the Division of Exceptional Learners at the IDOE conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the IDOE in the Division of Exceptional Learners, KIPP Indianapolis "overall is providing appropriate services for its special needs students. Staff members have shown that

they are committed to serving all students, including those with disabilities. The areas for attention identified at the school are fully correctable; for example, the school needs to ensure appropriate documentation and procedures for the Individualized Education Plans as required by law. As well, better and timelier support from the statewide charter school special education cooperative is key."

The expert team indicated that the school needs to ensure that special education students are "being identified and served consistent with state guidelines, including who can/does serve as the 'teacher of

record' for special needs students." In addition, when surveyed about their satisfaction with "services provided to special needs students," only 33% of staff responded "excellent" or "very good" (■ **CHART K**).

In the area of transportation, the site visit team noted that the school makes "extra efforts" to ensure that transportation is not a barrier to learning, providing an extra bus route daily for students who stay after school for supplemental instruction. In the parent survey (■ **CHART K**), 54% of the parents rated the school's transportation services as either "excellent" or "very good."

## IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

### Is the school's mission clearly understood by all stakeholders?

The school's mission is to "help underserved students develop the knowledge, skills, and character needed to succeed in top quality high schools, colleges and the competitive world beyond." Nearly two-thirds (63%) of parents and three-quarters (75%) of staff at KIPP Indianapolis rated communication about the school's mission either "excellent" or "very good" (■ **CHART K**). In focus groups conducted by the expert site team, students also commented that they understood the school-promoted values and direction, and both teachers and other staff expressed an understanding of "what it means to be a Kippster."

In order to foster parents' understanding of the mission, the expert site visit team noted that teachers make a home visit with each parent to "ensure that parents had sufficient information about the school's mission and the high levels of effort and commitment required of students." According to the site team, these efforts have led to a universal consensus among constituents that "the school has made significant strides in attaining its mission."

### Does the school have a high-quality curriculum and supporting materials for each grade?

As ■ **CHART K** illustrates, 73% of KIPP Indianapolis parents and 78% of staff rated the school's curriculum as "excellent" or "very good." The curriculum was one of the highest-rated features by parents surveyed at this school. In addition, 66% of parents and 78% of staff rated the school materials at KIPP Indianapolis similarly.

### Does the school effectively use learning standards and assessments to inform and improve instruction?

Among other areas, the expert site visit team commended the school for holding small group sessions each morning to help selected students with math skills, based on identified needs. Additionally, challenging supplemental work is provided to advanced students as a further means of differentiating instruction based on assessment.

The site team remarked that KIPP Indianapolis provided training to help the teachers better utilize data such as

NWEA reports to "design instruction that aligns with Indiana [State Academic] [S]tandards." The site visit team recommended that the school might consider how to more regularly use NWEA data. The team suggested that teachers could help students understand what test scores represent, and involve the students in reviewing their own data.

### Is the school climate conducive to student and staff success?

The expert site visit team observed several ways in which KIPP Indianapolis creates a positive school climate. The team noted that the school establishes a strong "KIPP culture" through the use of reinforcements such as naming classes after colleges, referring to students in a given class by the year they will graduate from college (e.g., Class of 2015), and reciting the KIPP pledge at morning assemblies. The school also devotes significant time to test preparation, provides extended time at day's end for homework help, and made arrangements for a mobile eye clinic to visit the school and identify students who need glasses.

At the same time, results from the parent survey identified several areas that could potentially affect the school climate. While school safety was viewed as a strong point by KIPP Indianapolis parents, the school's size, location, and access to computers were the features that the fewest parents who were surveyed rated as "excellent" or "very good" (■ **CHART K**). Staff gave similar lower ratings to computer access; in addition, professional development was rated "excellent" or "very good" by only 22% of staff members.

To address the teachers' concerns about professional development, the team recommended that "the school might align its professional development efforts with school goals and identified teacher needs."

During the site visit, the site team observed students being assigned to a "bench" as a disciplinary action. During bench time, "students may not interact with other students, and they wear yellow shirts and reflect on their failure to follow school guidelines." The site team suggested that the leaders at KIPP Indianapolis should "continue to consider whether this policy is achieving its intended goals and what would be the next step should the policy not achieve its goals."

### **Are the teaching processes (pedagogies) consistent with the school's mission?**

Given KIPP Indianapolis' relentless focus on preparation for success in college and beyond, the expert site team noted that the school should continue planning to ensure that the academic process achieved at KIPP Indianapolis is sustained through high school and college, via more direct partnerships with high schools and helping to tap into scholarship resources.

Teachers identified a need to devote time to design appropriate learning methods to teach critical thinking and other "higher level work." Finally, although the team commended school and classroom rituals as successful in establishing a positive climate for success at KIPP Indianapolis, the team also recommended "staff should focus on minimizing the amount of class time spent on rituals versus learning."

### **Is ongoing communication with students and parents clear and helpful?**

As depicted in ■ **CHART K**, communication about student learning was among the features of KIPP Indianapolis that parents gave the highest proportion (78%) of "excellent" or "very good" ratings. Staff members surveyed also rated communication in this area

highly (88%). Similarly, as noted above, 63% of the parents and 75% of the staff felt that communication about the school's mission was "excellent" or "very good."

The expert site visit team noted that KIPP Indianapolis has employed several strategies to ensure parental involvement and awareness, including home visits, parent activities, weekly information about school progress, and teacher communication about student needs through email.

### **Has the school developed adequate human resource systems and deployed its staff effectively?**

The site visit team commended the school for establishing an environment where staff are supportive of one another and are a close-knit group. Because of this closeness among existing staff, the site team suggested that the school work to ensure that new staff are both accepted and supported by current staff. In addition, the team emphasized the need to ensure that school policies like dress code and disciplinary measures are consistently enforced.

As the school successfully adds to its enrollment, the expert site team noted that it will be imperative for all staff members to have clearly-defined roles and responsibilities.

# DETAILED DESCRIPTION OF PROGRAMS & ACTIVITIES

Source: The information below was provided by the school to the Mayor's Office. It is included here to offer the public a more detailed picture of the school's programs and activities.

## Mission, philosophy, and educational program

KIPP Indianapolis' mission is to strengthen the character, knowledge, and academic skills of its students, empowering them to make decisions that ensure success in college, resulting in their ability to positively impact the world. The middle school promotes six core values: perseverance, respect, courage, excellence, dignity, and teamwork. KIPP Indianapolis is part of a national network of schools that operate on a core set of operating principles known as the Five Pillars: high expectations; choice and commitment; more time; power to lead; and focus on results. The network seeks to replicate

underserved middle school students to enter and succeed in top college preparatory high schools and, eventually, colleges. The school's ultimate goal is to make college a reality for all of its students; each student is thus held to the highest academic expectations with no excuses made based on his or her personal background or previous academic history. KIPP Indianapolis features a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. The school devotes extra time to learning: students are in school an average of nine hours per day, attend a half-day of school two Saturdays per month, and participate in a mandatory three-week summer school. Summer classes and Saturday School bring the total number of school days to 220 per year, far exceeding traditional schools as well as Indiana's minimum requirements.

Each teacher, student, and parent commits to do whatever it takes to help students succeed. Teachers and staff members work long days, are always available by cell phone, and provide one-on-one tutoring during weekday and Saturday School enrichment periods. Students support each other by helping with homework, modeling appropriate behavior, and serving as peer mediators. Each teacher, student, and parent signs a *Commitment to Excellence* form prior to the start of the school year. This document outlines the individual's roles and responsibilities, and ensures that all members of the KIPP Indianapolis school community understand the school's culture and expectations and are dedicated to achieving excellence through team and community efforts.

## Academic programs and initiatives

### • Intensive Curriculum. KIPP

Indianapolis' academic program is designed so that all students, regardless of current performance

levels, meet or exceed Indiana State Academic Standards for each grade level by the end of 8th grade. A longer school day (7:30 a.m. – 5:00 p.m.) allows for ninety minutes of instruction in reading/writing, language arts, and mathematics each day. In addition, students take science, social studies, art, physical education, and life skills classes.

### • Saturday Enrichment

**Programming.** All KIPP Indianapolis students are required to attend a five-hour Saturday School which occurs twice each month. Saturday School is devoted to enrichment programs that build character, interest in the arts, and specialized skills. The 2004-05 Saturday enrichment programs included public speaking lessons, leadership training, service learning, creative writing, foreign language, dance, theater, art, and basketball.

### • Summer School. The KIPP

Indianapolis school year begins with a three-week summer school session. For five and a half hours each day, students learn about positive character traits and cover basic academic skills required for the upcoming school year. The Summer School program also emphasizes the "team & family" atmosphere that characterizes KIPP schools through exercises designed to build the team-building skills of leadership, cooperation, and perseverance.

### • KIPP Dollars. KIPP Dollars help

students track their own behavior and positive participation in school. Given and taken in increments of \$25, KIPP Dollars reflect each student's ability to display the school values of teamwork, perseverance, dignity, respect, excellence, and courage. Staff members award and deduct dollars from students based on their behavior. Ledgers are kept and distributed on a weekly basis so that students can

## LANGUAGE ARTS CLASS

In Language Arts class, the teacher asked the students what their faces said to the world. This was one response:

*My face says to the world that I am serious about my education. That I don't care about the mean and rude things some people say to me. My face also says that I am intelligent and that I am going to college and I am going to get a good job. My face tells the world that I am beautiful and I have pride in myself. It also says that I care about my appearance every day and everywhere I go.*

the success of the two founding schools, KIPP Houston and KIPP Academy in the Bronx, New York. The first alumni of these schools graduated from high school in 2003—76% of them are currently enrolled in college. Comparatively, only 48% of public high school seniors in New York and Houston matriculate to college. KIPP Indianapolis offers a rigorous curriculum to prepare educationally-



monitor their own behavior and create a plan for improvement when necessary. Students who maintain a high balance on their ledger are awarded extra privileges, such as the ability to purchase school supplies and related items at the school store. Once a month, students can write checks from their ledger to buy paper, pencils, journals, t-shirts, hats, picture frames, and other items.

- **Field Lessons.** Monthly field lessons are designed to complement both the classroom units and the school values. Field lessons in the 2004-05 school year included a low ropes course to emphasize team building, college visits to Indiana University-Purdue University Indianapolis and Notre Dame, and a Shakespeare production at the Indiana Repertory Theatre. Students who maintain a high balance on their KIPP Dollar ledgers

### ADDITIONAL HELP

KIPP Indianapolis issues cell phones to all of its teachers so that students can reach them at any time if they need help with homework or personal problems. The language arts teacher receives an average of six to eight calls each night with homework questions. When she receives calls, she tries to learn how students are doing emotionally or give them feedback on things she observed at school. In addition, she continues relationship-building with individual students by going out to lunch, spending the day at Putt Putt golf or the driving range, and driving students home from school to give them added opportunities to talk to her.

throughout the year are rewarded with a special end-of-the-year field lesson. Each grade level takes a different trip. In 2004-05, the 5th grade traveled to Washington D.C. In future years, the 6th grade class will go camping in Utah, the 7th grade class will tour cities on the East Coast (such as New York, Philadelphia, and Boston) and

the 8th grade will visit California. In addition to providing students with the experience of traveling, each of these trips incorporates college visits, history lessons, current events, journaling, and other educational activities.

### Parent involvement

- **Signed Parent Commitments.** All parents sign a *Commitment to Excellence* form, agreeing (among other things) to get their children to school on time each day, to enforce the school dress code, and to check their child's homework nightly. The agreement is signed prior to enrollment, to help encourage parents to contact the school with any issues and concerns they have.
- **Parent Volunteers.** Many parents serve as chaperones for the monthly field lessons and the end-of-the-year field lesson. In 2004-05 parents also led Saturday School enrichment programs, including basketball and dance classes.
- **Parent Workshops.** During Saturday School, KIPP Indianapolis holds parent workshops to inform parents on the progress of the school and to allow parents to ask questions of the school staff. In addition, teachers conduct workshops for parents on ways they can help their students in school. Topics have included: "A Day in the Life of a KIPPster," "How to Help Your Child with Math," and "Preparing Your Child for Traveling."
- **Extra Instruction for Struggling Students.** Based on its large percentage of students from low-income families, KIPP Indianapolis receives federal Title I funding to provide extra help for students who are struggling academically. The school uses this funding for after-school instruction, provided by five teachers and the program administrator for two hours four days per week. Currently 20% of KIPP Indianapolis students participate in Title I programs, which feature a low teacher-to-pupil ratio and focus on reading and math.
- **Character Development.** The school holds character development workshops throughout the year, with each workshop focused on a different school value. Boys and girls are separated during these workshops to give the students an opportunity to explore values in a comfortable setting. The workshops feature speakers, videos, books, small group discussions, and other activities that show how the values influence "real life."

### Supplemental programs and activities

- **Student Jobs.** Students can apply for jobs within the school. To do so, students must complete a job application and be interviewed by the School Leader or Dean of Students. Unsuccessful job applicants are encouraged to apply for another job that better fits the student's self-identified skill strengths. Once awarded a job, students are given a monthly salary in KIPP Dollars, providing them with extra money to spend at the school store. For example, Accountants and Bankers manage

student KIPP Dollar accounts by recording the amounts that students earn and lose each day, tallying the ledgers at week's end, and determining the average balance in each student's account. Ambassadors help by giving tours of the school, and speak about the school at special events. Each job at the school contributes to the school culture and helps students learn responsibility.

### Community partnerships and donations

- **Saturday School Volunteers.** Community volunteers help run the Saturday School enrichment program. Examples include actors from the Indiana Repertory Theatre who led a theatre workshop, a member of Toastmasters who taught a public speaking class, and a volunteer who taught a leadership training class.
- **Big Brothers Big Sisters of Central Indiana.** Eleven 5th grade students from KIPP Indianapolis were matched with high school freshmen from the

Indianapolis Metropolitan Career Academies #1 and #2 (MET #1 and MET #2), also Mayor-sponsored charter schools. Each week the Big Brothers and Big Sisters from the MET #1 and MET #2 mentor KIPP Indianapolis students and provide tutoring. Students will keep their mentors for the next four years, and enrollment is expected to increase in future years.

- **Free Counseling.** Several KIPP Indianapolis students struggle with emotional issues that prevent them from focusing at school. To help eliminate these barriers to learning, KIPP Indianapolis developed a relationship with Christian Theological Seminary Counseling Center. KIPP Indianapolis provides transportation and payment (for those students without Medicaid) for counseling sessions.
- **Sylvan Learning Center.** Five students received two hours of daily tutoring from Sylvan Learning Center. KIPP Indianapolis pays for this service for students who are significantly below grade level in reading.

### Staffing

- **School Leader Training.** The School Leader, Omotayo Ola-Niyi, graduated from the KIPP Foundation's year-long Fisher Fellow School Leadership Program, where she received training to design and open KIPP Indianapolis. The program included two months of studies at the University of California at Berkeley's Haas School of Business, which consisted of a mix of business and education courses in instructional, organizational, and operational leadership. Following the coursework, Ms. Ola-Niyi completed residencies at four existing KIPP schools, participating in each school's leadership and operation. Her residencies took place at the two founding schools, KIPP Houston and KIPP Academy in the Bronx, New York, as well as Team Academy in Newark, New Jersey and KIPP Star in Harlem, New York.

- **Teacher Hiring Practices.** Teachers are required to have two years of teaching experience prior to employment at KIPP Indianapolis.

The interview process includes a classroom observation where the candidate prepares and delivers a demonstration lesson. To compensate its teachers for the longer hours they work, KIPP Indianapolis pays salaries that are 20% higher on average than those paid by the Indianapolis Public Schools.

- **Professional Development.** Each summer, the KIPP Indianapolis staff participates in a three-week staff development program, including time for teachers to design their objectives and curriculum for the upcoming year. KIPP Indianapolis teachers can also participate in summer teacher education summits and other professional development opportunities offered by the KIPP Foundation. Throughout the school year, KIPP Foundation hosts subject-specific (e.g., math, science, language arts) conferences for teachers from each KIPP school. These conferences allow teachers and other staff members the opportunity to learn from the experience of other KIPP schools and staff.
- **Staff Evaluation.** Teachers participate in their own evaluations by setting individual goals each year. Throughout the year, teachers reflect on progress made toward meeting those goals, and keep journals recording current and potential challenges. The School Leader conducts formal evaluations quarterly in a narrative format. These evaluations assess the teacher's skills in the classroom, the learning of the students in his or her classroom, and how the teacher creates a learning culture in his or her classroom.

### School management

The School Leader, Omotayo Ola-Niyi, oversees administration and general school management. Ms. Ola-Niyi is also responsible for student academic progress and mentoring the teaching staff. The

Dean of Students, ShaRhonda Maclin, handles student discipline problems, parent communications, and extracurricular activities.

The management at KIPP Indianapolis receives support from the KIPP Foundation through a School Liaison and professional development opportunities. The School Liaison assigned to KIPP Indianapolis serves on the Board of the school, and brings the experience of working with several KIPP schools to KIPP Indianapolis. At least twice each year, the KIPP Foundation brings school management teams from all KIPP schools together for continued professional development and sharing of ideas.

### School governance

The primary responsibilities of the Board of Directors of KIPP Indianapolis include: defining the school's mission, strategy, and policies; planning and budgeting to meet the school's goals; evaluating the organization's effectiveness; evaluating the School Leader; developing financial resources for the school's program and capital needs; and conducting all school business within Indiana's laws governing open meetings.

Monthly Board meetings provide members with the opportunity to monitor the school's progress. In addition to full Board meetings, separate finance and development committee meetings are held to review financial statements, development reports, and additional reports from the School Leader.

Members of the Board of Directors have skills and expertise in many areas, including business, marketing, nonprofit management, and legal matters. The current Board members, many with previous Board experience, initially focused on fundraising and establishing the school. During the Board's transition to overseeing an operating school, one priority continues to be to recruit additional members, particularly individuals with experience in education law, teaching, school administration, and fundraising.

### **Facilities**

KIPP Indianapolis is located in the Haughville community on the west side of Indianapolis, at the Concord Community Center in the Concord/Eagle Creek housing development. The Indianapolis Housing Authority owns the Community Center and rehabilitated the facility into classrooms leased to the school.

### **Planned improvements for the upcoming school year**

- **KIPP to College.** With its first 7th grade class, KIPP Indianapolis will launch its KIPP to College program. KIPP to College is an intensive program that provides 7th and 8th grade students with one-on-one mentoring sessions focused on the

application process for competitive college preparatory high schools and test preparation classes for high school entrance exams. The KIPP to College program also tracks the students through high school and provides support for students as they embark on the college admissions process.